



## Behaviour and Regulation EYFS Policy

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Date policy next  
reviewed:

January 2027

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Signed by:

Charlotte Hopkins

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Headteacher

Date

January 2026

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Date

Chair of governors

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## **Behaviour and Emotional Regulation Policy**

### **Policy Statement:**

Our Nursery and Reception classes aim to create a safe, nurturing, and stimulating environment that supports all children's learning, social development, and emotional wellbeing. Positive behaviour and emotional regulation are fundamental to early learning and provide the foundation for lifelong social skills. This policy outlines our approach, consistent with the wider school ethos, to promoting positive behaviour, supporting emotional regulation, and addressing challenging behaviour in a respectful and developmentally appropriate way.

### **Aims**

- To foster a positive, respectful, and inclusive environment for all children.
- To support children in recognising, understanding, and managing their emotions effectively.
- To develop social skills, empathy, and self-regulation in Nursery and Reception children.
- To ensure behaviour expectations are consistent with the school's approach, while remaining developmentally appropriate.
- To engage families as partners in promoting positive behaviour and emotional wellbeing.

### **Principles**

1. **Consistency Across School:** Behaviour strategies align with the primary school's behaviour policy, ensuring smooth transitions from Nursery/Reception to Key Stage 1.
2. **Respect and Inclusion:** All children, staff, and families are treated with respect and dignity.
3. **Positive Reinforcement:** Encouragement and praise are used to reinforce positive behaviour.
4. **Developmentally Appropriate:** Behaviour and emotional regulation approaches reflect each child's age, stage, and individual needs.
5. **Proactive Support:** Staff actively teach, model, and scaffold emotional regulation and social skills.
6. **Partnership with Families:** Parents and carers are fully involved in understanding and supporting their child's behaviour and emotional development.

## **Behaviour Approach**

### **1. Promoting Positive Behaviour**

- Establish clear, simple, and consistent expectations in line with school values of, 'Be ready, Be Respectful and Be Safe'.
- Praise and acknowledge specific positive behaviours ("Thank you for sharing the blocks with your friend").
- Encourage cooperation, sharing, turn-taking, and problem-solving during play and structured activities.
- Use visual prompts, stories, and role-play to teach emotions, empathy, and social skills.
- Provide opportunities for children to make choices, fostering autonomy and self-confidence.

### **2. Supporting Emotional Regulation**

- Provide a predictable daily routine with smooth transitions.
- Use calm spaces, quiet corners where children can self-regulate safely.
- Model appropriate emotional responses and coping strategies.
- Use emotion coaching techniques: identify feelings, acknowledge them, and guide children to manage them safely.
- Offer sensory tools, mindfulness activities, or breathing exercises as needed.

### **3. Responding to Challenging Behaviour**

- Observe and identify triggers for challenging behaviour.
- Respond calmly, neutrally, and without shaming the child.
- Use redirection, choices, and problem-solving discussions to support self-regulation.
- If required, remove the child temporarily to a safe space to regain control, ensuring supervision at all times.
- Record incidents factually onto CPOMs, including context, behaviour, staff response, and follow-up actions.
- Share patterns or concerns with parents/carers and, where appropriate, the school SENCO for additional support.

### **Staff Responsibilities**

- Model positive behaviour and emotional regulation consistently.

- Maintain clear, consistent expectations aligned with the school's whole-school behaviour policy.
- Support children in developing self-regulation and social skills.
- Communicate regularly with families regarding behaviour strategies and progress.
- Attend training in early years behaviour management and emotional regulation strategies.

### **Parental Involvement**

- Parents/carers are informed of the Nursery/Reception behaviour and emotional regulation approach during induction.
- Staff work collaboratively with parents to support children displaying challenging behaviour or emotional difficulties.
- Parents are encouraged to reinforce positive behaviour and emotional regulation strategies at home.

### **Monitoring and Review**

- Staff observe, monitor, and record behaviour and emotional regulation progress.
- Behaviour and emotional support strategies are regularly reviewed and adapted to meet individual needs.
- This policy is reviewed annually or sooner if legislation, research, or school practice changes.